



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2430 E Larkspur, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Marian Ouellette  
Schedule : 07:30 AM to 04:00 PM  
Grades : Pre-K-6  
Web Address : larkspur.pvUSD.k12.az.us  
Phone Number : (602) 493-6150  
Fax Number : (602) 493-6155  
E-mail : mouellette@pvschools.net

### Mission

Vision: Our vision for Larkspur is to be a student centered, professional learning community that is dedicated to the maximization of academic and personal growth. We will develop, through the collaborative effort of stakeholders, those attitudes, skills and knowledge in all students which will maximize each student's potential to become a positive, contributing member of society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Provide a balanced curriculum, which promotes educational excellence, challenges and supports learning for everyone.
- ü To ensure a positive and productive cultural environment.
- ü Increase and enhance communication between all the stakeholders of Larkspur.

### Enrollment

October 1, 2005 School Year Student Enrollment : 578  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 21

## Instructional Programs

- ü Honors Classes
- ü Accelerated Reading and Math
- ü Artist-in-Residence
- ü Six Trait Writing & Reading Renaissance
- ü After school tutoring
- ü Hands on Science lessons
- ü Classroom of Difference
- ü Title I Remedial Reading/Math

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Parents are viewed as stakeholders who actively participate in Site Council as well as standing and Ad Hoc committees.

### Parents

Academic excellence can be achieved through our parent community. We endorse parent involvement and partnership through participation in conferences, PTSA activities, projects, classroom visitations, monitoring of assignments, and collaborative input groups.

## Transportation Policy

Transportation is provided to students who live outside a one-mile radius and to most Kindergarten students. Larkspur attendance boundaries are Cave Creek Road, Cactus Road, 32nd Street and Redfield.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Reading Renaissance Master Classroom	2004
ü Reading Renaissance Model Classrooms	2004
ü Artist-in-Residence	2003
ü Wal-Mart Teacher of the Year	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2516	80010	84	99	99	481	464	447	5	7	10	3	13	18	48	51	53	44	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1236	38935	88	100	99	470	462	447	4	7	9	7	13	19	61	54	55	29	27	17
Male	34	1279	40974	81	98	98	491	465	448	6	7	11	NA	13	18	38	48	52	56	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	13	556	34545	72	99	99	440	427	432	15	21	14	8	24	24	69	46	53	8	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	46	1762	35142	88	99	99	493	475	465	2	3	5	2	9	11	39	52	56	57	36	28
Students with Disabilities	10	347	10161	45	93	93	NA	440	419	NA	16	28	NA	28	28	NA	39	36	NA	17	8
Students without Disabilities	52	2169	69849	100	100	100	479	467	451	4	5	7	2	11	17	56	53	56	38	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	27	599	39029	87	99	98	466	437	432	11	14	14	NA	21	25	59	52	52	30	13	9
Non-Economically Disadvantaged	35	1917	40981	81	99	100	492	472	462	NA	5	6	6	10	13	40	50	54	54	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2495	79438	84	98	98	484	466	451	3	7	9	8	15	24	61	60	56	27	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1227	38775	88	99	99	480	471	457	4	6	7	14	14	22	54	60	58	29	20	13
Male	34	1267	40560	81	97	97	488	462	446	3	9	12	3	16	25	68	61	54	26	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	13	550	34297	72	98	98	453	426	434	15	23	14	15	29	31	62	44	50	8	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	46	1748	34887	88	98	98	494	479	471	NA	3	4	7	11	15	59	65	63	35	22	18
Students with Disabilities	10	329	9588	45	88	88	NA	438	416	NA	20	30	NA	29	32	NA	41	34	NA	10	5
Students without Disabilities	52	2166	69850	100	100	100	485	470	456	4	5	7	4	13	23	65	63	59	27	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	27	588	38685	87	97	97	472	437	435	7	17	14	11	26	32	59	52	50	22	6	5
Non-Economically Disadvantaged	35	1907	40753	81	99	99	494	475	467	NA	5	5	6	12	16	63	63	62	31	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2525	79971	92	99	99	439	446	423	1	4	8	34	27	41	62	63	49	3	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1240	38974	97	100	99	446	459	437	NA	2	5	35	21	33	61	68	57	3	9	4
Male	37	1284	40895	88	99	98	434	433	410	3	6	10	32	33	47	62	58	41	3	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	15	556	34481	83	99	99	416	409	410	7	12	10	60	41	46	33	46	43	NA	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	50	1773	35150	96	99	99	446	457	437	NA	2	5	26	23	35	70	69	56	4	7	5
Students with Disabilities	16	361	10258	73	97	94	437	408	377	NA	13	23	44	42	51	50	43	25	6	2	1
Students without Disabilities	52	2164	69713	100	100	100	440	451	429	2	3	5	31	25	39	65	66	52	2	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	30	602	38994	97	99	98	429	415	409	3	9	10	47	44	47	47	45	41	3	2	1
Non-Economically Disadvantaged	38	1923	40977	88	99	100	448	455	437	NA	3	5	24	22	34	74	68	56	3	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2517	80147	89	99	99	514	502	482	6	7	11	2	10	17	50	46	49	42	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1217	39281	92	99	99	510	503	483	6	6	9	3	11	17	55	45	50	36	38	24
Male	33	1297	40780	87	99	98	518	502	482	6	7	12	NA	9	17	45	47	48	48	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	20	554	33494	87	98	99	494	470	466	15	16	15	5	20	23	40	45	49	40	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	39	1761	36122	93	99	99	518	514	501	3	3	5	NA	6	10	59	46	50	38	45	35
Students with Disabilities	NC	375	10295	NC	95	92	NC	461	443	NC	24	33	NC	20	26	NC	40	33	NC	16	8
Students without Disabilities	57	2142	69852	97	100	100	516	509	488	5	4	7	2	8	16	49	47	51	44	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	20	610	38371	87	97	97	509	470	465	5	15	15	5	19	23	40	50	49	50	16	13
Non-Economically Disadvantaged	46	1907	41776	90	100	100	516	513	498	7	4	6	NA	7	11	54	45	49	39	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2496	79686	89	98	98	497	488	470	5	7	11	9	14	24	68	63	57	18	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1211	39163	92	99	99	496	494	475	6	6	9	6	12	22	70	63	60	18	19	10
Male	33	1282	40438	87	97	97	499	483	465	3	9	13	12	16	25	67	63	54	18	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	20	549	33299	87	97	98	482	452	452	10	22	17	20	28	32	55	45	47	15	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	39	1746	35914	93	98	98	504	500	489	3	3	5	5	9	15	74	68	67	18	19	14
Students with Disabilities	NC	353	9808	NC	89	87	NC	451	432	NC	25	35	NC	27	32	NC	42	30	NC	6	3
Students without Disabilities	57	2143	69878	97	100	100	499	494	475	4	4	8	7	12	23	72	67	61	18	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	20	601	38095	87	96	97	489	454	452	NA	19	17	20	26	32	60	50	48	20	5	3
Non-Economically Disadvantaged	46	1895	41591	90	99	99	501	499	486	7	4	6	4	10	16	72	67	65	17	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2507	80372	89	99	99	508	500	475	3	3	4	8	16	30	85	75	64	5	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1217	39452	92	99	99	513	511	488	3	2	3	NA	11	22	91	79	72	6	9	3
Male	33	1287	40836	87	98	98	503	490	464	3	3	6	15	21	37	79	72	56	3	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	21	551	33608	91	98	99	486	467	462	5	7	6	10	30	36	86	62	57	NA	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	38	1754	36213	90	99	99	514	510	489	3	1	2	8	12	22	84	79	72	5	8	3
Students with Disabilities	NC	370	10526	NC	94	94	NC	455	427	NC	9	15	NC	43	53	NC	46	31	NC	1	1
Students without Disabilities	57	2137	69846	97	100	100	513	508	482	2	1	3	7	12	26	86	80	69	5	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	20	608	38521	87	97	98	499	468	461	5	7	6	10	31	38	80	61	55	5	2	1
Non-Economically Disadvantaged	46	1899	41851	90	99	100	512	511	489	2	1	3	7	12	22	87	80	72	4	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2706	79306	88	99	99	536	519	504	4	8	13	8	15	20	51	50	49	38	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1326	38845	86	99	99	538	519	505	7	7	11	7	16	20	50	52	50	37	25	18
Male	55	1379	40383	89	99	98	536	520	504	2	9	14	9	15	19	51	49	47	38	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	19	622	32673	83	100	99	522	485	487	5	18	18	16	30	25	53	42	46	26	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	57	1893	36234	89	99	99	542	531	523	2	5	6	5	10	13	54	53	52	39	33	28
Students with Disabilities	15	358	10286	60	95	91	515	477	462	13	32	41	13	23	27	47	37	27	27	9	5
Students without Disabilities	70	2348	69020	97	100	100	541	525	510	1	4	9	7	14	18	51	52	52	40	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	24	709	37437	86	99	97	524	489	486	4	16	19	8	28	26	63	45	46	25	11	9
Non-Economically Disadvantaged	61	1997	41869	88	100	100	541	530	521	3	5	7	8	11	14	46	52	51	43	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2702	79000	87	99	98	512	503	489	2	7	10	12	17	24	69	63	58	17	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1321	38774	83	99	99	523	510	494	NA	5	7	14	15	22	62	64	61	24	16	10
Male	55	1380	40150	89	99	98	506	497	485	4	9	12	11	18	25	73	62	55	13	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	19	623	32508	83	100	98	498	469	472	5	17	15	16	34	33	79	47	49	NA	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	56	1888	36135	88	99	98	516	515	508	2	4	4	11	10	14	66	68	67	21	18	15
Students with Disabilities	14	352	9991	56	94	88	483	464	449	7	25	33	14	29	36	79	41	29	NA	5	2
Students without Disabilities	70	2350	69009	97	100	100	517	509	495	1	4	6	11	15	22	67	66	62	20	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	24	708	37234	86	99	97	510	476	472	4	14	15	13	32	33	63	49	50	21	4	3
Non-Economically Disadvantaged	60	1994	41766	87	99	99	512	513	505	2	4	5	12	11	16	72	67	65	15	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2704	79611	92	99	99	519	516	496	3	4	7	17	24	37	79	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1330	39016	91	100	99	530	529	511	NA	3	4	16	17	29	84	77	66	NA	3	1
Male	57	1373	40519	92	99	98	514	505	482	5	6	10	18	31	44	75	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	20	620	32855	87	99	99	508	488	481	NA	8	10	25	39	43	75	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	59	1892	36380	92	99	99	524	526	511	3	3	4	15	20	30	80	75	65	2	2	1
Students with Disabilities	19	359	10664	76	96	94	475	463	440	16	18	23	37	45	54	47	35	22	NA	2	1
Students without Disabilities	70	2345	68947	97	100	100	531	524	504	NA	2	4	11	21	34	87	75	61	1	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	25	706	37626	89	98	98	509	489	479	4	8	10	24	38	45	68	53	45	4	1	0
Non-Economically Disadvantaged	64	1998	41985	93	100	100	523	526	511	3	3	4	14	19	30	83	76	65	NA	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2629	79327	93	99	98	538	535	518	15	10	19	7	15	20	52	52	46	26	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1291	38961	95	99	98	536	538	520	10	9	16	10	15	20	56	54	48	24	23	16
Male	40	1337	40295	91	99	97	540	533	516	20	12	21	5	15	19	48	51	44	28	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	19	546	32327	90	99	98	517	503	499	21	23	27	5	25	25	63	44	41	11	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	57	1879	36373	95	99	98	542	545	538	14	6	10	9	12	14	47	55	52	30	27	25
Students with Disabilities	19	343	9321	76	94	87	467	482	467	58	38	54	21	27	22	21	30	21	NA	5	3
Students without Disabilities	62	2286	70006	100	100	100	560	543	524	2	6	14	3	13	19	61	56	49	34	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	22	618	37097	96	98	97	505	504	498	32	21	27	9	24	25	45	48	41	14	7	7
Non-Economically Disadvantaged	59	2011	42230	92	99	99	550	545	535	8	7	11	7	12	15	54	53	50	31	27	24

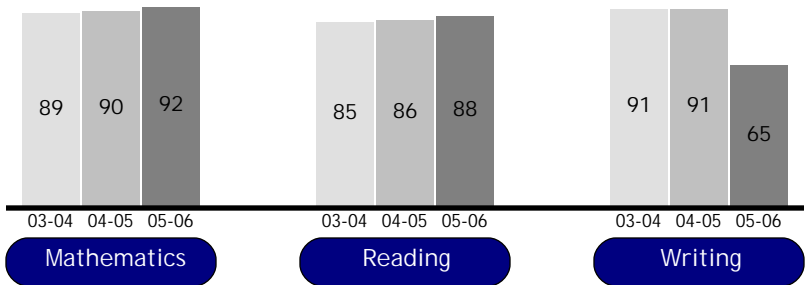
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2634	79501	93	99	98	513	513	497	4	6	10	19	17	25	68	70	60	10	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1296	39062	95	100	99	518	519	502	2	4	8	20	15	23	63	72	64	15	10	5
Male	40	1337	40368	91	99	98	508	507	491	5	8	13	18	19	27	73	69	57	5	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	19	545	32389	90	99	98	488	482	478	11	15	16	26	34	34	58	48	48	5	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	57	1885	36446	95	100	99	519	522	516	2	3	4	18	12	15	70	76	73	11	9	7
Students with Disabilities	19	349	9411	76	96	88	465	468	453	11	24	36	58	34	36	32	41	26	NA	1	1
Students without Disabilities	62	2285	70090	100	100	100	528	519	502	2	3	7	6	14	24	79	75	65	13	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	22	620	37183	96	99	97	490	485	479	5	14	16	27	29	34	64	55	49	5	2	1
Non-Economically Disadvantaged	59	2014	42318	92	100	99	522	521	513	3	3	5	15	13	17	69	75	70	12	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2642	80000	100	100	99	582	587	564	1	1	3	15	6	11	66	74	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1295	39288	100	100	99	603	602	579	NA	1	2	5	3	6	65	71	77	30	26	16
Male	44	1346	40644	100	100	98	561	572	549	2	2	4	25	9	15	66	78	74	7	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	21	549	32672	100	99	99	563	561	548	5	3	4	10	10	14	76	81	76	10	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	60	1886	36602	100	100	99	583	594	579	NA	1	2	18	5	7	63	73	75	18	22	16
Students with Disabilities	25	357	9919	100	98	93	522	535	505	4	4	9	44	26	35	48	67	54	4	2	2
Students without Disabilities	62	2285	70081	100	100	100	606	594	571	NA	1	2	3	3	7	73	75	79	24	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	23	620	37534	100	99	98	559	561	547	NA	2	4	26	11	15	61	80	76	13	6	5
Non-Economically Disadvantaged	64	2022	42466	100	100	100	590	594	578	2	1	2	11	4	7	67	73	75	20	22	16

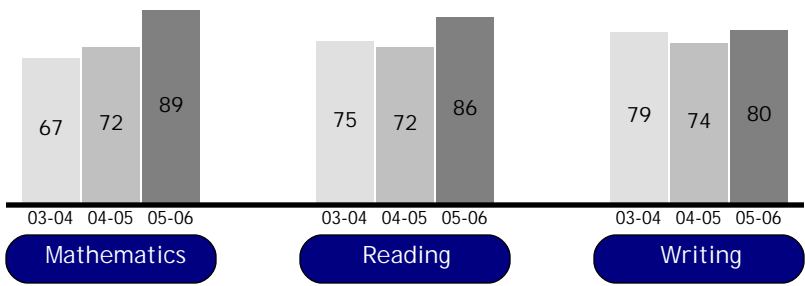
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	69	NA	58	100	60	55	47	99	65	56	46
	Language	100	67	59	50	100	62	55	47	99	70	58	48
	Mathematics	100	76	68	64	100	64	56	50	99	67	58	52
3	Reading	99	74	NA	55	100	60	56	44	84	76	61	46
	Language	100	82	69	61	100	62	55	44	92	65	58	46
	Mathematics	100	88	69	61	100	67	60	51	84	76	63	52
4	Reading	99	74	NA	56	99	54	58	48	92	72	65	52
	Language	99	74	63	52	99	58	57	49	93	76	65	52
	Mathematics	99	83	72	61	99	60	61	53	92	79	70	58
5	Reading	100	78	NA	55	100	56	58	50	87	75	65	56
	Language	100	73	60	49	100	56	59	50	92	68	65	54
	Mathematics	100	87	72	63	100	52	57	49	88	72	63	52
6	Reading	95	75	NA	56	100	66	61	51	93	70	67	56
	Language	95	70	61	48	100	60	57	47	100	58	61	50
	Mathematics	95	88	76	66	100	69	62	52	93	70	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

### School Site Council

#### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

#### Council Duties

- Ü Mission of School
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Financial Planning

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	6.00	Teacher Aide	23.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	6	8	0	0
10 or more years	5	12	0	1

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

### Resources Available at School Site

#### Special Facilities

- Ü Macintosh Computer Lab
- Ü Full Service Library
- Ü Multimedia Station/Lab
- Ü Parent Resource Library

#### Extracurricular Activities

- Ü Chorus/Band/Orchestra
- Ü Brain Busters
- Ü Student Council
- Ü Title I Summer School
- Ü Community Theatre

#### Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü After School Programs
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Accelerated Reader: Computerized reading program motivates students to read. AR is available to students grades 2-6. Five classes received national acclaim as Reading Renaissance/Master model classes. Media Center received a Model Library Award.
- Ü Artist-in-Residence: Our integrated arts program across the curriculum includes band/strings/ orchestra/chorus/stage productions & Gala Arts Night featuring a student gallery of art. This inclusive arts exposure builds student confidence/creativity.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The staff, parents and other community members, have created a Safety Committee. Larkspur has the Make Your Day Program which teaches students to take responsibility and become positive community members. A School Emergency Plan has been developed.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Marian Ouellette	(602) 493-6150
Transportation Policy	Doug Curry, Director	(602) 493-6320
Community Resources	Jane Tate, Director	(602) 867-5109
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Nicole Dougherty	(602) 493-6150
Student Health/Nurse	Linda Krahulec	(602) 493-6153

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.